



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
| 0        | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 10322

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	110	109	219	7			0
1	116	87	203	8			0
2	94	95	189	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							611



9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 458

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>51</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>23</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>8</u>
Paraprofessionals	<u>21</u>	<u>0</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>71</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	94%	93%	94%	94%
Daily teacher attendance	95%	95%	90%	90%	85%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

2004-2005 attendance rate for teachers was below 95% due to influenza, illnesses, and surgeries.

2005-2006 attendance rate for teachers was below 95% due to influenza, illnesses, and surgeries.

2006-2007 attendance rate for teachers was below 95% due to influenza, illnesses, and surgeries.

We are a K-2 school - we have no attendance dropouts.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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“It’s Great at Pate.” This motto sets the tone for students and staff. J. S. Pate Elementary is located in a small economically disadvantaged county in South Central Georgia that boasts of being the “Watermelon Capital of the World.” Over seventy-five percent of Pate students qualify for free or reduced-priced meals. Approximately six hundred students and one hundred staff members work together to make Pate the very best it can be.

Pate believes little things create a positive school climate, and its staff puts this belief into action each day by opening car doors for every child, helping students off the buses, and welcoming them to school. The Pate Patrol, comprised of second grade students, greets students and maintains order until the bell rings. Everyone walks on the right with walking paths clearly marked. Teachers and staff welcome the students as they enter the building and at the classroom door. Everyone gets the day off to a great start by consistently implementing school-wide positive behavior supports.

Pate is a NO EXCUSES school that monitors every child’s performance by being sure each child is doing his or her best. Decisions are data driven, and grade level teachers meet monthly to review student data and make instructional adjustments. In addition, teachers collaborate about curricular materials, strategies that work, student responses to interventions, successes, failures, and monthly teaching tips.

Georgia’s educational state motto is "Georgia will lead the nation in improving student achievement", and Pate focuses on this by teaching the Georgia Performance Standards (GPS). Teachers identify what students should know, how they will teach it, and continuously solve problems to determine what to do if their initial strategies don’t work. Teachers assess and monitor students’ progress regularly. Benchmark assessments are administered periodically for all students, along with the Basic Literacy Test (BLT) for kindergarten and first graders.

Pate has adapted the *Writing to Win* program using a monthly calendar that denotes daily journal or process writing assignments. A basal reading approach is utilized in first and second grades; kindergarten teachers developed their GPS-driven curriculum. All additional monetary resources are used to reduce teacher-pupil ratio in reading classes and provide extra tutoring.

Pate is a Learning Focused School with extensive training in strategies and interventions that help students succeed. Teachers practice these strategies as well as other research-based strategies and interventions to provide quality student learning. If asked, Pate teachers will tell you that their curriculum, learning objectives, and essential questions are grade level consistent from classroom to classroom and their teaching strategies, pyramid of intervention research-based interventions, and focus on learning are consistent throughout the building.

Pate teachers know they make the difference and that they are the most influential factor affecting student achievement. The administration and support staff utilize every opportunity to make teaching as easy as possible for teachers. Teacher-developed lesson plans, daily essential questions, and a writing calendar are provided and all needed materials are organized for easy access. These and many other teacher supports allow teachers to focus on what they do best—TEACH.

J. S. Pate has been recognized as a 2008 National Title I Distinguished School, a Title I Distinguished School for nine consecutive years, and for consecutively making AYP for eleven years. In 2005, 2006, and 2008, Pate received the Silver Award from the Governor's Office of Student Achievement and the Bronze Award for 2007 in the area of highest percentage of gains in students meeting and exceeding standards. In 2005, the Governor's Office of Student Achievement awarded the staff the Platinum award for greatest gains. Pate has

also received the Writing to Win Exemplary Award for 2004, 2005, 2006, 2007, 2008, and 2009. Additionally, Pate has been nominated as a *No Child Left Behind National Blue Ribbon School* for the 2010 school year. As noted by the many awards, Pate teachers have been on the path of making it “Great at Pate” for quite some time. We work as a team and are always exploring new ideas to help our students become as successful as possible.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

In the state of Georgia, all first through eighth grade students are administered the Criterion-Referenced Competency Test. This test is based upon the new state curriculum, Georgia Performance Standards (GPS), which replaced the Quality Core Curriculum (QCC). In 2003-2004, teachers were trained on these new reading/language arts GPS which were tested during the 2004-2005 school year in the area of reading/language arts. In 2004-2005, new math standards were implemented and tested the following year, followed by the implementation of the new science and social studies standards.

In regards to our first grade reading data, students meet and exceed state standards at a constant rate of 97% with an escalation to 99% last school year. This is due in part to using extra tutors with new students who moved in and more targeted instruction for those attending school for the entire school year. We believe in structuring all of our benchmark assessments in the CRCT format so students feel the CRCT is just another day in their lives. We are constantly revising our flexible reading groups to place students where they need to be based upon available data.

In second grade, our data noted a drop in reading with the change to the GPS. Our reading plans have been modified as the GPS have changed and as needed based upon last year's CRCT data and benchmark data. In our community, vocabulary and grammar seem to be the areas we need to target the most. Lesson plans incorporated a plethora of ideas for language, more instructional time was allocated to language, and the Online Assessment System was used to improve language scores. The Online Assessment System has banks of questions which are similar in format to the CRCT and cover the Georgia Performance Standards. First and second grade teachers create needs-based assessments to address certain standards. The academic coach also created assessments which are given throughout the grade levels during a specified period. Results from these practice tests are discussed at collaborative planning and then teachers target areas of need. In 2003-04, only 90% of our students were meeting and exceeding GPS. With a lot of hard work on the part of the students and teachers, the scores began to rise to 94%, 97%, and finally to 99% meeting and exceeding standards.

Mathematics has been challenging for J. S. Pate. The QCC and the new GPS did not mesh well. There were gaps in learning identified with the beginning of the new curriculum. Additionally, Georgia's textbook adoption cycle was one year behind testing of the new math standards. Curriculum teams worked diligently to help fill in the gaps during this transition time, but finding materials to teach some standards was challenging. As we began to teach new standards, helping teachers understand the necessary level of instructional rigor was challenging. In first grade, the transition was easier because we simply had to modify the kindergarten curriculum to fill in the gaps. Second grade took longer because students had skill areas to remediate in first and second grade. Scores in first grade began at 93% and have continually improved to 98% meeting and exceeding. In second grade, the math scores began to decline from 97%-89%. Extensive staff development during collaborative planning involving multiple representations, number sense, and data and probability helped teachers understand the thoroughness with which students will be tested. Math continues to be a major focus at our monthly collaborative planning.

In regard to our subgroups, there are only two to three percentage points between whites, blacks, and economically disadvantaged students. Students with disabilities are where we tend to have achievement gaps, particularly in second grade math. At least one inclusion/co-taught classroom has been created at each grade level. A teacher, a paraprofessional, and a special education teacher are responsible for instruction of the curriculum. Resource time is scheduled in the afternoon for those with Individualized Education Plan requirements. Our scores have been improving since the implementation of the inclusion classes.

Our data may be obtained from [Georgia Department of Education](#).

## **2. Using Assessment Results:**

Students are administered reading benchmark assessments correlated to the Georgia Performance Standards (GPS) in reading and language arts each six weeks. In mathematics, students are tested every nine weeks based upon the units in our pacing guide, and test questions are correlated to the math GPS. Every student in first grade is given the same test during the same benchmark window. Each teacher is given the same script which is patterned after the Criterion-Referenced Competency Test (CRCT).

Once the teacher administers the test, the test documents are scanned into a data management system, EduSoft, which was purchased by our county. This online system scores the test and prepares an item analysis by class or child. Data can be disaggregated by ethnicity, federal program, economically disadvantaged, and gender. Teachers are given an item analysis report for their class. From this report, the teacher can view the score which is recorded in our online grade book, pinpoint questions a specific student missed, and pinpoint class level problems.

Each grade level meets monthly for collaborative planning with our academic coach and administrators. Data is compiled by grade level and the academic coach pinpoints specific questions a large percentage of students missed, looks for patterns within a specific teacher's results, and prepares a report which is presented at collaborative meetings. Teachers discuss specific questions missed the most by students, discuss whether the question needs to be revised, if additional practice materials are needed for this specific standard, or if the curriculum needs to be changed to support the needs of the students. In addition, specific students who need to receive reading in smaller pull-out groups are discussed and groups change based upon the recommendations of teachers in an effort to meet the needs of all students.

## **3. Communicating Assessment Results:**

Each student receives an agenda when he/she enrolls at J. S. Pate Elementary. This agenda is sent home daily to communicate behavior and academic information. Weekly grades are also sent home to keep the parents informed of their child/children's academic performance. Midterm grades are sent home on agenda labels to students who have a 75 or lower average in reading, math, and/or spelling. Parent conferences are scheduled for students who are struggling academically/behaviorally to help develop an individualized plan for student success. When parents request a conference, the teacher calls and schedules a time that will work for both parties. Infinite Campus, our web-based grade book, allows parents to see real-time grades, email the teacher, and see the bulletin board with all upcoming events. If a student has failing grades, an email is sent to the parent/parents notifying them of the name of the assignment, the score, and the teacher's name.

At the end of the year, each first and second grade student takes the CRCT (Criterion-Referenced Competency Test). Parents receive a Student Performance Report which details how his/her child performed in all of the content domain areas and clearly explains areas of strengths and weaknesses. Parent conferences are set up to discuss the results if they arrive prior to the end of the school year.

Kindergarten students are given the Basic Literacy Test (BLT) in the fall and spring. First graders are given this test only in the spring. Kindergarten students are tested in the areas of basic skills (colors, letters, writing name, phonemic awareness/pictures), letter identification, initial consonant sounds, consonant substitutions/word families, short vowel, long vowel, r controlled, blends, digraphs, diphthongs, multi-syllabic words, and a reading informal. Information obtained from this test is used in prescriptive teaching to fill in students' gaps. Kindergarten parents are sent a letter with his/her child's score and conferences are set to discuss strengths and weaknesses. This test is used as one of our promotion standards in kindergarten. In first grade, the data obtained from the BLT is used to help make classes, locate our EIP (Early Intervention Program) students, create flexible reading groups, and identify weaknesses requiring prescriptive teaching groups.

#### 4. **Sharing Success:**

Many neighboring school systems and schools within our district have visited Pate to observe our reading program in action. Curriculum teams and grade level teams have taken Scott Foresman, a basal program, and modified the program to meet the needs of our students by covering all the Georgia Performance Standards and adding extensions for students who need more help or acceleration for our gifted students. Teams have created a teacher-friendly format that is easy to understand and put into action. When visitors come, they are given an introductory presentation to the reading program organization and how it works within our school. A classroom visitation schedule is organized by the academic coach to allow teachers the opportunity to witness the program in action. At the end of the visitation schedule, the visitors convene and are given time to discuss our academic program and ask questions.

Additionally, teachers from Gray Elementary in Jones County have visited our school to observe in our kindergarten classes to see our program in action. During their visit, they observed our three group rotation reading groups, looked at our kindergarten lesson plans, and asked many questions regarding how our program was set up. They were considering the *Writing to Win* program and talked with our academic coach regarding implementation and development of our writing calendar.

J. S. Pate has been a partner with Georgia Southwestern, South Georgia Technical College, Abraham Baldwin Agricultural College, and the Crisp County High School for many years. Students whose educational programs require clinical hours in school are always welcomed with open arms. By visiting our school, these future educators will benefit from observing all the research-based strategies which are incorporated into the day to day workings of our school. We use every resource available to help our students become successful, and we love sharing techniques, strategies, and programs which may help other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

J. S. Pate's reading curriculum is based upon the Georgia Performance Standards using Scott Foresman reading series in the first and second grades. Learning focused strategies such as essential questions and tasks have been incorporated to improve the program's effectiveness and to ensure that all students are being challenged. Teachers use consistent lesson plans developed by grade level subject area teams led by our academic coach. All lesson plans use the Learning Focused format, meet all of the Georgia Performance Standards (GPS), and are taught consistently and pervasively throughout the building. A pacing guide was developed by each grade level curriculum team to ensure all standards are taught prior to our state test in mid April. All teachers, including resource teachers, are expected to follow the pacing guide. At the end of each 5-6 week unit, a benchmark assessment is administered to ensure all standards taught have been mastered.

Reading instruction in first and second grades is taught in small groups. Each homeroom teacher is paired with a resource teacher who pulls out small groups of students who are considered at-risk in reading. The first grade homeroom teachers and the resource teachers teach reading and language for a two hour block. In second grade, spelling is added into the program. First grade homeroom teachers also have 45 minutes allotted for Saxon Phonics and spelling instruction.

The kindergarten program is based upon the letter of the week taught in Saxon Phonics. Curriculum teams created lesson plans based upon GPS and created cut apart stories which teach the letter of the week and five sight words per week. Each kindergarten teacher teaches the same cut apart story, same sight words, and same letter of the week. Kindergarten students are required to master the pre-primer and primer level Dolch sight word list at 90% by the end of the year. Students are exposed to all 220 Dolch sight words prior to the end of the school year. Reading instruction is delivered through three group rotation in kindergarten. A homeroom teacher, a paraprofessional, and a resource teacher have groups of 6-7 students which rotate every 30 minutes. Each teacher/paraprofessional is responsible for a specific part of the lesson plan (sight words, word building/phonics, writing). A nine weeks test is given to determine knowledge of the sight words, letters, and blending taught during the nine weeks.

Mathematics lesson plans for all grades were developed based upon the Harcourt Math series. Curriculum teams traced skills and determined a pacing guide for maximum coverage of the Georgia Performance Standards to ensure all students were taught the majority of the standards prior to the state test, the Criterion Referenced Competency Test (CRCT). Each grade level has a pacing guide which is consistently used in every classroom. In kindergarten, the three group rotation is also used during math. Each person is responsible for a specific portion of the lesson plan. A nine-weeks benchmark assessment is used to frequently analyze individual student progress and to target appropriate strategies and interventions.

### 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

As previously stated, Pate's reading curriculum is a modified version of the Scott Foresman reading series. In addition to the five day lesson plan, curriculum teams have created labels which contain consistent essential questions, skills, and tasks to be taught by each teacher for each week. Teachers also use a consistent pacing guide to keep every child on track toward meeting all standards prior to the state testing window. Resource teachers help create smaller reading groups for at-risk students. In the afternoon, additional need-based groups are created based upon data from the Basic Literacy Test (BLT). Prior to selecting the reading series, the committee members completed a book study of the Report of the National Reading Panel: Teaching Children to Read. Based upon information learned in the book study, Scott Foresman was determined to be the best

basal series for Pate's needs. The committee felt that having a basal would give a strong foundation upon which we could build a strong reading program. Weaknesses in phonics and fluency in Scott Foresman would need to be repaired. The Saxon phonics program, which was already in place, would help bridge the phonemic gaps. Use of fluency passages from DIBELS and some passages already in place in Scott Foresman were determined to be a solution to the fluency issues. Research noted in the Report of the National Reading Panel: Teaching Children to Read stated that on level and instructional level reading practice are important for students to become fluent readers and also helps increase comprehension. Continuation of our instructional level reading time/BLT time in the afternoons was the natural solution to ensuring extra reading practice for our students. Sight words, short/long vowels, blends, digraphs, diphthongs, multi-syllabic words, and comprehension tend to be areas we are consistently targeting during the BLT times. All these skills should be mastered by the end of third grade, so we continue to stress these skills throughout the entire time students are in our building.

### **3. Additional Curriculum Area:**

Our system motto is "Learning Today ...Leading Tomorrow!" We realize that mathematics is very important in helping our students compete for future jobs. Our students are learning today so they may become the leaders of tomorrow in our community and our world. As a part of our technology plan, all second grade classrooms are equipped with SMART Boards, Mimio wireless modules, document scanners, and other types of technology. All students are taught math using this technology in addition to many class activities in which students use the technology.

State standards were changed back in 2003 to the Georgia Performance Standards. These standards require students to complete performance tasks in order to meet mastery of the mathematical concepts. Students are given "real world" situations in which mathematical ideas are used to help solve the problem. Additionally, our county has purchased the Exemplars software to assist our students in additional practice with real world math problems. We believe that students should be able to make the connection between math and the day to day happenings in real life. It is only then that students understand mathematical concepts at the foundational level.

Our second grade schedule has thirty extra minutes of math extension time, which enables us to give ninety minutes to math instruction per day. During this time, four of our eleven second grade teachers work with Accelerated Math to give extra support to students in achieving the standards. In these classrooms, students work at their own pace to achieve standards prescribed by the teacher. These standards can be assigned according to the pacing guide and can reach beyond the child's grade level. Depending upon how quickly the student masters the standard, the student can move at his/her own pace. This allows those students who are mathematically gifted not to be limited by grade level material, which allows for differentiation. Teachers not involved with the Accelerated Math program use this extra thirty minutes of math extension time to work on performance tasks and work in small groups with students who are struggling meeting standards.

### **4. Instructional Methods:**

As stated above, a curriculum team of kindergarten teachers and our academic coach developed lesson plans based upon the Saxon Phonics letter of the week, our five sight words per week, and developed cut-apart stories which incorporate the letter of the week and the sight words. At the end of each nine weeks, a reading test is given to determine which students have mastered the letters, sight words, and blending of the sounds. Students who have mastered this information will move on to the next nine weeks reading lessons. Those students who have not mastered the information begin our remediation plan, which reviews the sight words from the previous nine weeks with new cut-apart stories developed by the curriculum team. Acceleration plans are used with gifted/above average students. Each grade level has at least one gifted teacher who assisted with the development of these acceleration plans.

In first grade, each homeroom teacher has a resource teacher who pulls out small groups of students who are at risk in reading. Resource teachers begin with the two week kindergarten review unit while homeroom teachers begin with Unit 2. In second grade, resource teachers are also one to two weeks behind the average classroom teachers. By doing this, there will always be a group of students who are one to two weeks behind the average first/second grade students. This allows us to transfer students who are struggling into this group, which includes those students who are new to our system who are behind our first graders. All students will be taught on grade level by December.

In the afternoon, students are regrouped based upon the results of the Basic Literacy Test (BLT) which is administered to each kindergarten and first grade student. Diagnostic information is used to determine the instructional reading level and areas of weakness in reading. Students are reorganized by instructional reading level into needs-based grade-level groups based upon BLT information. On grade level reading is taught during reading block and instructional level reading is taught during the 45-minute BLT block on Monday through Thursday.

## **5. Professional Development:**

The majority of our professional development is held at the school level at J. S. Pate. The academic coach, principal, assistant principal, counselors, and media specialist act as the leaders of the meeting. Each month, grade levels meet collaboratively for approximately three hours to discuss curriculum, data from benchmarks, technology, differentiated instruction, RTI (Response to Intervention), and any staff development needs. Pacing guides, curriculum needs, and specific student needs are discussed during our collaborative meeting. In addition, specific students who need to receive reading in smaller pull-out groups are discussed and groups change based upon the recommendations of teachers in an effort to meet the needs of all students.

Our learning community is very powerful and each teacher is a professional. All teachers have input into students' problems and needs. These opinions are highly valued, and we work as a team to solve problems and to celebrate the victories. All ideas are welcome, and discussion is a necessity.

Everything we do at J. S. Pate is linked to standards. As previously discussed, benchmarks, lesson plans, weekly grades, and all collaborative topics are linked to state standards. By providing strong staff development during the "unpacking" of these standards, teachers were asked to identify all the skills and background information they would need to teach in order to help students meet the standards. Lesson plans were created with this in mind. Benchmark tests were created in coordination with the skills taught for a particular nine weeks. Teachers know the standards inside out and back again. Our school has high expectations for all our students and failure is not an option. If a student has a problem, we work to work hard to try and help that child become successful! That's why it's "Great at Pate!"

## **6. School Leadership:**

The school leadership team is comprises a principal, an assistant principal, an academic coach, grade level grade chairs, and grade level curriculum team members in the areas of reading, math, writing, and gifted. A School Improvement Committee of all the members mentioned above meets bi-annually to review needs and help prioritize needs based upon data from the CRCT, benchmarks, BLT tests, and failures. Based upon this information, the faculty reaches consensus upon yearly priorities, which are updated throughout the year by information obtained from collaborative planning and other data sources.

At J. S. Pate, it isn't lonely at the top. The principal, assistant principal, academic coach, and all members of the curriculum teams work closely together to support each other. Pate's teachers feel comfortable sharing problems, talking to each other, and working as a team.

Dr. Gail Nesbitt was the principal prior to this school term. Dr. Nesbitt was a “No Excuses” principal. She worked tirelessly to “solve” all the problems, would never give up on a child, and would do whatever she could to help them become successful students. Dr. Nesbitt showed a love for the students that is unparalleled. She saw the leaders as servants to the teachers. Anything we could do to make the teacher’s lives easier was our job. We worked long hours so teachers didn’t have to. Dr. Nesbitt felt that teachers should never worry about materials or any needs for their classrooms. Whatever they needed for classroom instruction, she would make sure it was available.

Consistent lesson plans were created so every child has the same “base” teaching. When parents asked for a specific teacher for their children on the first day of school, she always remarked on how they were all special and every child received the same curriculum. She was very knowledgeable of the curriculum and supportive of release time for curriculum team members to “tweak” the curriculum to help make it better. Dr. Nesbitt was always concerned with making it better, always striving for 100% of our students meeting/exceeding standards on the CRCT. She was never happy with 99%. This year, she became our Assistant Superintendent of Curriculum and Instruction.

Mrs. Tere Gibbs has worked at J. S. Pate for three years, two years as assistant principal and this year she became the new principal for the 2009-2010 school year. Mrs. Gibbs has continued the same traditions as Dr. Nesbitt and our team retains a strong leader who believes in our collaborative model. She will help lead this team into the next phase of our quest...helping more students score in the exceeding standards category on the CRCT.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: CRCT

Edition/Publication Year: 2009

Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
800-910	99	98	97	97	98
850-910	51	45	44	40	60
Number of students tested	188	190	196	197	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	3	3	3
Percent of students alternatively assessed	1	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
800-910	99	98	97	97	98
850-910	47	40	36	32	51
Number of students tested	138	149	148	146	121
<b>2. African American Students</b>					
800-910	99	97	97	96	98
850-910	41	32	27	29	45
Number of students tested	110	111	106	110	88
<b>3. Hispanic or Latino Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
800-910	95	93	75	88	89
850-910	25	32	15	44	48
Number of students tested	20	28	20	25	27
<b>5. Limited English Proficient Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:



Subject: Reading  
Edition/Publication Year: 2009

Grade: 1      Test: CRCT  
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
800-910	99	98	97	97	98
850-910	51	45	44	40	60
Number of students tested	188	190	196	197	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	3	3	3
Percent of students alternatively assessed	1	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
800-910	99	98	97	97	98
850-910	47	40	36	32	51
Number of students tested	138	149	148	146	121
<b>2. African American Students</b>					
800-910	99	97	97	96	98
850-910	41	32	27	29	45
Number of students tested	110	111	106	110	88
<b>3. Hispanic or Latino Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
800-910	100	100	90	96	100
850-910	35	25	30	20	44
Number of students tested	20	28	20	25	27
<b>5. Limited English Proficient Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Mathematics  
Edition/Publication Year: 2009

Grade: 2      Test: CRCT  
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
800-910	97	93	89	94	97
850-910	34	26	24	38	34
Number of students tested	186	180	191	156	155
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	5	3	3
Percent of students alternatively assessed	1	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
800-910	97	92	86	93	97
850-910	30	20	14	31	25
Number of students tested	145	133	139	113	120
<b>2. African American Students</b>					
800-910	96	90	84	90	96
850-910	22	16	10	23	18
Number of students tested	107	99	106	84	93
<b>3. Hispanic or Latino Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
800-910	92	62	67	74	86
850-910	15	0	13	26	19
Number of students tested	26	21	24	19	21
<b>5. Limited English Proficient Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Reading  
Edition/Publication Year: 2009

Grade: 2      Test: CRCT  
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
800-910	99	98	97	97	94
850-910	53	54	54	49	59
Number of students tested	186	181	191	156	155
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	5	3	3
Percent of students alternatively assessed	1	1	2	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
800-910	99	98	96	96	92
850-910	46	46	47	37	53
Number of students tested	145	134	139	113	120
<b>2. African American Students</b>					
800-910	99	98	97	96	94
850-910	39	42	44	37	48
Number of students tested	107	99	106	84	93
<b>3. Hispanic or Latino Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
800-910	96	90	83	89	76
850-910	35	33	29	26	48
Number of students tested	26	21	24	19	21
<b>5. Limited English Proficient Students</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
800-910	0	0	0	0	0
850-910	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes: